Computing Curriculum Document

The following progression shows how our Computing curriculum has been planned in line with our intent, providing opportunities to revisit and reinforce links with key knowledge and vocabulary. The table includes possible ideas for local and global learning. Below the table is a summary of how we might promote an understanding of our key aims of Local Community, Global Citizenship and Effective Communication within the Computing curriculum.

Computing Progression across year groups

(Note: This is a working document, and will be refined and updated over time)

Year	Unit	Content	Links to previous learning	Possible ideas for Local Learning	Possible ideas for Global Learning
YR	Across the year, the EYFS curriculum enables children to experience a range of computing skills and opportunities linked to different topics and events.				
Y1	Me and My World (Autumn 1 and 2)	e-safety Technology around us Digital painting			
	Brilliant Brunel (Spring 1)	e-safety Digital writing			
	Castles and Crowns (Spring 2)	e-safety Grouping data			
	Dinosaur Discovery (Summer 1 and 2)	e-safety Moving a robot Introduction to animation			
Y2	Living in London: Now and in the past (Autumn 1 and 2)	E-safety Recognising technology around us and keeping safe on line Leaving digital footprints, choosing appropriate websites and our behaviour on line Creating media – digital photography	Technology around us (Y1) Digital painting (Y1)	Technology in our homes and lives Photographing our surroundings	WWW – **world wide** web
	Why don't penguins live in the North Pole? (Spring 1 and 2)	E-safety Data and information - Pictograms Creating media - making music	Grouping data (Y1)		
	Flying High (Summer 1)	E-safety Programming A - Robot algorithms			
	What's it like to live in Uganda? (Summer 2)	E-safety Programming B - An introduction to quizzes			

Y3	Stones and Bones (Autumn 1)	E safety Programming - sequences in music	Creating media - making music (Y2)		
	Journey Down the Nile (Autumn 2)	E-safety Computer systems and networks			WWW – **world wide** web
	The Romans (Spring 1 and 2)				
		E-safety Animation Programming – events and actions	Introduction to animation (Y1)		
	My Greek Island Holiday (Summer 1 and 2)				
		E-safety Multimedia - Desktop publishing Branching databases	Digital writing (Y1) Grouping data (Y1)	Databases on Europe?	Multimedia presentation on Greece Databases on Europe?
Y4	Living by the Severn (Autumn 1 and 2)	E-safety – linked to the PSHE			
		E-safety Programming – games	Programming - sequences in music (Y3)		
	Studying Thornbury Past and Present (Spring 1 and 2)	E-safety Creating Media – Photo editing Creating media - audio editing	Creating media – digital photography (Y2)	Photographing our environment	
	Ancient Egypt (Summer 1 and 2)	E-safety Programming shapes Data and information - data logging	Programming - sequences in music (Y3) Branching databases (Y3)	Data logging – recording our environment?	
Y5	Space: To infinity and Beyond (Autumn 1)	e-safety How the internet works	Computer systems and networks (Y3)		WWW – **world wide** web – how data travels the globe
	Ancient Greece (Autumn 2)	e-safety Multimedia	Multimedia - Desktop publishing (Y3) Creating Media – Photo editing (Y4) Creating media - audio editing (Y4)	Photographing our environment	
	Viking Invaders (Spring 1 and 2)	E-safety Vector drawing Computer programming Crumble controller	Programming shapes (Y4) Programming – games (Y3)		
	Amazonia (Summer 1 and 2)	E-safety Databases Computer programming - Scratch	Branching databases (Y3) Programming – games (Y3)		
Y6	Wars that Changed the World (Autumn 1 and 2)	e-safety Computing systems and networks -	Computer systems and networks (Y3)		

		communication Creating media - 3d modelling	How the internet works (Y5) Vector drawing (Y5)		
	Explorers (Spring 1 and 2)	E-safety Creating media - web page creation Data and information - spreadsheets	Multimedia (Y5) Databases (Y5)		Web pages – **world wide** web – how data travels the globe
	The Mayans (Summer 1 and 2)	E-safety Programming A - variables in games Programming B - sensing	Programming – games (Y4) Computer programming – Scratch (Y5)		

Local Community 	Global Citizenship 	Effective Communication 
Our pupils will: • Understand how technology impacts on different aspects of their everyday lives and those of others. • Use digital technology and creativity to explore their local community.	Our pupils will: • Become responsible digital citizens by learning to use technology safely and respectfully. • Use computational thinking, digital technology and creativity to further understand their world and issues affecting the people and places they study. • Understand the importance and potential of the internet in bringing ideas, communities and knowledge together.	Our pupils will: • Learn to use and understand the correct terminology in their work and learning, e.g. algorithm, program, network. • Learn to collaborate with others on tasks, discussing their thinking and ideas e.g. in programming a Bee-Bot to follow a route. • Learn to question and check 'facts' and 'truths' which are found online. • Learn to question and check the motivations of people they may meet online or communications they may receive, in order to keep themselves (and their personal data) safe.

Where can we capture the massive benefit that the internet makes to people in remote places, e.g. online banking and ascent from poverty, access to news, access to education, ease of communication, crop efficiency…

https://borgenproject.org/top-5-benefits-of-the-internet-in-developing-countries/#:~:text=Lifting%20Individuals%20out%20of%20Poverty,in%20e%2Dbanking%20and%20more.